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ABSTRACT

This study examined the differences in patterns of college student reports of rape and the availability of educational programs among college students. College students (N=994) from 26 colleges and universities in New York State were studied to determine the extent of forced sex and rape experiences. Additionally, they were studied to determine if they had participated in any rape prevention or awareness presentations, workshops, seminars, or other educational experiences. Administrators and counselors on each campus were also asked about what type of rape prevention programs were available to students. Students in at least one third of the participating schools did not have any information on acquaintance rape available to them, and at 70% of the campuses, no staff were trained to help students deal with the after effects, or to legally report an acquaintance rape. Even fewer campuses provided programs for victims than provided general information to their student body on acquaintance rape. The same seemed to be true regarding programs for perpetrators. Most campuses did not provide any programs for those who have committed acquaintance rape. There did not seem to be a strong correlation in any direction regarding acquaintance rape reporting and the number of programs provided for students or the general campus community. (Recommendations for creating a comprehensive acquaintance rape education and prevention approach are offered.) (LLL)

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Do Rape Education Programs Influence Rape Patterns Among New York State College Students?

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Introduction

"It is reasonable to expect that the social values of a culture will be reflected in its tradition of courtship. Institutional large-scale prevention programs and developing institutional policies at colleges and universities will not entirely eliminate the problem of acquaintance rape, but such action may at least reduce the incidence in the college setting (Sandberg, Jackson, & Petretic-Jackson, 1987, p. 310)."

Literature Review

Members of college communities need to aware of the facts about and effects of sexual assault. Traditional responses to sexual assault on college campuses have been to design programs geared toward women telling them what not to do, and how to be safer. This approach makes women responsible not only for their own actions, but also for the actions of men, and restricts a woman's ability to peruse an education, participate fully in campus activities, and use college facilities (Briskin & Gary, 1986). Confinement of women is not the solution. Rape prevention programs must be geared toward men, because rape is a problem which effects all of us, not just women; and until men stop raping, rape will not stop. Effective acquaintance rape prevention programs inform victims in the audience that they are not alone, and that others may have endured similar experiences (Briskin, et al, 1986). Another consequence of effective rape prevention programs is that the report rate of acquaintance rape is likely to increase in a college community (Parrot, 1987) if victims also believe that they will be taken seriously, and will not be blamed for the rape. The first year Cornell University undertook a comprehensive acquaintance rape prevention programming effort, the report rate to all campus agencies combined increased 450% (Parrot, 1987). That is not to suggest that acquaintance rape increased by that number, but rather that students were reporting rapes that had occurred in the past but now had a term to use to describe their experience, and felt they would be taken seriously.

Educational efforts must be designed to overcome denial and encourage an attitudinal shift toward acknowledgement of the existence of the problem (Sandberg, et al, 1987). In addition, prevention programs must inform men and women about acceptable forms of sexual interaction. When a case is reported to the authorities, the victim must receive support, and if the allegations are proven, the assailant should be dealt with to the fullest extent the campus policy permits. This will give the message to others who would commit a similar act that such behavior is not acceptable on that campus (Parrot, 1988).

Unfortunately, many campuses approach acquaintance rape prevention by providing stranger rape prevention strategies (such as tightening security in residence halls, increasing the number of campus police patrols, installing more emergency telephones, and improving lighting on campus) (Parrot, 1991). These methods are usually not effective in preventing acquaintance rapes (Miller & Marshall, 1987).

While some acquaintance rape prevention programs fail to demonstrate any positive attitude changes (Borden, Karr & Caldwell-Colbert, 1988), others have been successful in creating attitude change (Gottesman, 1977; White & Nichols, 1981). The most effective programs are dynamic, vivid interactive formats which enhance the desired effect of consciousness raising, attitude change, and empathy toward rape (Borden, et al, 1988). Gray, Lesser, and Bounds (1990) have found that the programs which create the greatest knowledge and attitude change are those which are geared specifically to a particular campus community, referring to the incidence, prevalence, and issues unique to that community. Perceptions of vulnerability increases and intent to avoid risk-taking behaviors increases when acquaintance rape programs are personalized (Gray, Lesser, Quinn & Bounds, 1990).

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The question of interest is: To what extent rape do prevention programs effect the actual number of rapes which occur? This may be impossible to measure without baseline data from each institution, so a proxy measure will be used, the difference between the number of acquaintance sexual assaults reported by administrators and counselors, and the amount of acquaintance rape programming on that campus.

Study Design

Almost one thousand college students (994) from 26 colleges and universities in New York State were studied in 1989 to determine the extent of forced sex and rape experiences. Additionally, they were studied to determine if they had participated in any rape prevention or awareness presentations, workshops, seminars, or other educational experiences. Administrators and counselors on each campus were also asked about what type of rape prevention programs were available to students. An analysis of reported rape and sexual assault incidence compared with the general availability of rape prevention programs follows.

This descriptive and comparative study examined differences in patterns of student reports of rape, and the availability of educational programs.

Objectives:

1. Determine the number of reported cases of acquaintance rape and sexual assault on New York State college campuses.
2. Identify the rape and sexual assault prevention services available to New York State college students.
3. Determine the needs of New York State colleges to provide adequate educational services regarding rape and sexual assault on college campuses.

Samples:

Urban and rural New York State institutions of higher education were invited to participate using a stratified sample. An attempt was made to assure that the urban and rural campuses were proportionally represented as they exist in New York State. The campuses which participated represented both rural and urban schools, with enrollments ranging from 500 students to 14,000 students.

1. College presidents, Chiefs of Campus Police, and Deans of Students were sent the Administrators Questionnaire to determine their understanding of the issue, prevention services available on their campuses, or policies and procedures in effect to deal with rape situations.
2. The designated person who deals with sexual assault cases (such as the Sexual Assault Prevention Services Coordinator, Director of the Office of Equal Opportunity, or the Sexual Harassment Officer), and/or the Director of Counseling Services were asked to complete the Questionnaire for Those Working with Sexual Assault Cases to determine their understanding of the issue, prevention services available, policies and procedures on their campus, and their recommendations to better deal with the problem.
3. Professors of large classes, such as psychology, biology, economics, history, etc. were asked to allow administration of the Sexual Experiences Survey to students in their class. Report rates and incidence of rape and sexual assault were examined.

Data Analysis:

The Administrators Questionnaires were analyzed using descriptive statistics, correlations, and qualitative data analyses procedures. The Questionnaires for those Working With Sexual Assault Cases were analyzed using descriptive statistics and correlations. The Sexual Experiences Surveys were analyzed using descriptive statistics and correlations. In addition, the incidence of sexual assaults reported by students were compared with the number of educational programs they attended, and the availability of sexual assault programs on their campuses. Reporting of any forced sex experience was included, rather than just rape because most victims of acquaintance rape do not define their experiences as rape. People often think that real rape is stranger rape, where the victim is beaten, and a weapon was used to get her to comply.

Results

The results which are presented in Table 1 represent a comparison of the administrators and counselors perceptions of the available acquaintance rape programming available on their campuses.

Table 1
The extent of public information and educational prevention programs institution provide on acquaintance rape

Response	Frequency (Counselors) ¹	Percent ²	Frequency (Admins.) ³	Percent ²
Staff training:				
RA/Res life	6	.30	4	.14
Unspecified	2	.10	1	.05
Public safety	0	0	0	0
Medical	0	0	0	0
Counseling	0	0	0	0
Administration	1	.05	0	0
Judicial admin.	0	0	1	.05
faculty	1	.05	0	0
Total training	9	.45	6	.29
General student				
programs	12	.60	15	.71
Orientation				
programs	7	.35	6	.29
Peer education	1	.05	4	.19
Literature	10	.50	10	.48
Men's programs	0	0	1	.05
No programs	1	.05	3	.14
Radio programs	1	.05	1	.05
Self-defense				
classes	0	0	2	.10
Fraternity/sorority				
programs	2	.10	4	.19
In-class programs	4	.20	1	.05

Generally, the counselors know about more programming available, probably because they conduct much of it. Although most of the training is done for students, approximately one third of the campuses provide training for their RAs. Examined from the "best case scenario," (if the administrators' and counselors' perceptions are correct) students in at least one third of the participating schools did not have any information on acquaintance rape available to them, and at 70% of the campuses, no staff were trained to help students deal with the after effects, or to legally report an acquaintance rape.

Table 2 represents the person or place a victim of an acquaintance rape is most likely to go to for help. Most students report to the counseling center (according to counselors, this is the case at 85% of campuses), however, none of the campuses reported doing any training for their counseling staff specifically on acquaintance rape. Because the counseling strategies and issues are different in stranger and acquaintance rape cases, even if a counselor has been trained in stranger rape counseling, s/he may be illprepared to counsel a victim regarding

¹Unless otherwise indicated, n = 21 counselors representing 20 schools. Percentages are based on 20 schools.

²Percentages may sum to more than 100% because multiple responses are possible.

³Unless otherwise indicated, n = 21 administrators representing 21 schools.

acquaintance rape. The second most likely place students would go for help with an acquaintance rape (on over half of campuses in this study) is to their RAs, although only 30% of campuses train their RAs on this issue.

Table 2
Organization or persons victims are most likely to seek out for help following an acquaintance rape

Person/ Organization	Frequency (Counselors)	Percent	Frequency (Admin)	Percent
Counseling	17	.85	3	.14
RAs	11	.55	0	0
Other Res. Life staff	6	.30	1	.05
Family/friends	8	.40	0	0
Volunteer rape advocates	2	.10	0	0
Faculty	3	.15	0	0
Police	2	.10	0	0
Rape crisis center/hotline	6	.30	6	.29
Dean's office/ Student Affairs	5	.25	0	0
Health services	5	.25	0	0
Public safety/ security	4	.20	0	0
Sexual harassment grievance board	1	.05	1	.05
Women's center	1	.05	0	0
No answer	1	.05	2	.10
Not applicable - no rapes known	0	0	8	.35

Table 3
The number of victims who reported acquaintance rapes to the authorities in the last 18 months

Number of Rapes	Frequency (Counselors)	Percent	Frequency (Admins.)	Percent
0	7	.35	8	.38
1	0	0	1	.05
2	1	.05	3	.14
3	2	.10	4	.19
4	3	.15	2	.10
5	2	.10	1	.05
6	1	.05	0	0
2-4	1	.05	1	.05
10	0	0	1	.05
no answer/don't know	1	.05	0	0
no figures kept	0	0	1	.05

Because the data were collected in 1989, the results of Table 3 refer to the number of reported rapes in 1988 and 1989. This table also compared administrators' and counselors' understanding of the number of acquaintance rapes reported during the 18 months prior to the data collection. Generally counselors were aware of more reported cases than administrators were, which may indicate that the students are less likely to report for judicial action than they are for counseling help and referral. It also may mean that counselors are more likely to present their campuses as they actually are, and administrators are more interested in presenting their campuses in the best possible light.

In response to the query about programs available specifically to victims of acquaintance rape, a little over half provided individual counseling, and one quarter had survivors groups available. Therefore, even fewer campuses provide programs for victims than provide general information to their student body on acquaintance rape. The same seems to be true regarding programs for perpetrators as represented in Table 5. Most campuses do not provide any programs for those who have committed acquaintance rapes.

Table 4
Programs for victims

Category	# of schools responding
Individual counseling	14
Rape Crisis Center Programs	3
Survivors' Groups/Women's Groups	6
Peer Advocate Programs	2
Workshops*	2
None	5

*These may be for potential victims.

Table 5
Programs for perpetrators

Category	# of schools responding
No	14
Counseling	6
Education and Information Programs*	2

*These seem to be for potential perpetrators.

Table 6 represents a list of the types of changes the counselors would like to see implemented on their campuses regarding acquaintance rape. The two modal responses were: an increased willingness on the part of student's to report, and developing a formal policy on acquaintance rape on their campus. These two are interrelated: Until campuses have a formal policy on acquaintance rape which is made known to students, and until the campuses treat the cases which come forth seriously, victims will not be willing to report.

According to the data analyzed for Table 7, there does not seem to be a strong correlation in any direction regarding acquaintance rape reporting and the number of programs provided for students or the general campus community. This is the case, even when controlling for the size of the campus community. Perhaps this is due to the fact that I was not able to analyze the nature, content, and implicit messages inherent in the programs. For example, if the message in the program was that a woman should not drink or go back to a man's room, and if she does, she deserves to be raped; it is not surprising that a rape victim would not report an acquaintance rape after hearing that message. Smaller campuses seem to consistently report more acquaintance rape cases which have come to their attention. This may be an actual phenomenon, or it may be

due to the fact that the number actual of reports are spread out in a decentralized administration, which is more likely on a large campus.

Table 6
Changes counselors would like to see implemented regarding their institution's response to acquaintance rape

Category	# of schools responding
No response	2
Change in Public Safety Officers (sometimes they seem to rigid)	1
Increased Student Willingness to report	3
More Programs for Men	2
Teach Section About Topic in Freshman Core Courses	1
Have Formal Policy	3
Increase Students' Awareness of Sexual Abuse Issues/Programs	1
More money toward programs	1
More (or some) educational programs	2
Appoint coordinator of rape prevention programming/victim services	1
Stronger emphasis on understanding violence between men and women/measures to prevent rape	1
More comprehensive services	1
Preventive programming focusing on expectations and communication between men and women	1
Quicker response by judicial board	1

Table 7
Acquaintance Rape Programs Provided by Schools Compared with Percent of Students Reporting Forced Sex to the Authorities

Number of programs provided	Number of schools Responding	% of Students Reporting forced sex to authorities
0-1	4	.0004
2	10	.0006
3	5	.002
4	2	.00016
5+	2	.0005

Discussion

If campuses do not provide students with information prophylactically and programs after the fact regarding acquaintance rape, their students are likely to think that this is not an issue that the college takes seriously, and that their college is not a place that they can go for help. This is likely to be especially true if, on the same campus, there are very visible programming efforts toward other social issues, such as drug and alcohol prevention. The messages students may receive is that the administration considers drugs and alcohol to be serious problems, but the same is not true regarding acquaintance rape.

Consider the recent report regarding the alarmingly high number of rape and sexual assault cases reported at the Naval Academy in the past year, with no resulting convictions. Some argue that the Navy is not taking these charges seriously, and is failing to protect their women cadets. The same charges may be leveled at colleges who do not provide their students with information about acquaintance rape, do not provide programs for victims and perpetrators, and who do not adjudicate these cases satisfactorily. Even if acquaintance rape

programs are available, if assailants are not punished appropriately, victims will be less likely to report.

The literature suggests that those who commit this crime do it repeatedly to many women, and in many instances do not even know that they have done anything wrong. They may feel that they were simply following their socialization mandate, believing that a woman never means no when she says no, and that men have to always be ready and willing for sex. Many victims of acquaintance rape do not want to see the perpetrator prosecuted, but they are likely to say "I want him to know what he did to me, and I don't want him to do this to anyone else in the future." Programming for perpetrators could help in those efforts, and will also help the man deal with the emotional trauma he may be experiencing as a result of having been charged with a rape, especially if he truly does not think that he did anything wrong.

Educational programs on a campus must be more comprehensive than simply orientation programs for new students, and they must avoid victim blaming and putting the responsibility of women to stop rape. Recommendations follow to create a comprehensive acquaintance rape education and prevention approach.

Recommendations for Educational Reforms on College Campuses

I. Educational Efforts

A. Training for faculty and staff

1. Train support staff (residence life, counselors, OEO officers, public safety, etc.) to deal with this problem.
2. Train medical personnel to examine and provide services to acquaintance rape victims.
3. Encourage faculty to discuss this issue in their classes.

B. Provide programs for all students on acquaintance rape and strategies

1. Discuss acquaintance rape in orientation programs for new students
2. Provide programs in single sex living units, such as residence halls, fraternities, and sororities
3. Make women's self defense classes available
4. Offer assertiveness training for males and females
5. Provide self esteem programs for males and females
6. Offer programs on the dysfunction of sex role stereotyping
7. Develop programs for all male groups which perpetuate this type of behavior.
8. Hold a special orientation session each semester with international students to describe appropriate behavior toward women on campus.
9. Make the policy known to all students during new student orientation in an oral and written presentation.

C. Programs should reflect administration philosophy regarding acquaintance rape issues.

1. Address these programs to men as well as women. Rape will not stop until men stop raping. Telling women how to avoid rape will not stop it.
2. Inform students that they may be civilly as well as legally liable for psychological as well as physical injuries resulting from harassment or acquaintance rape.
3. Involve fraternities and sororities in the planning and implementation of programs.
4. Involve the student government in funding, sponsorship, and/or implementation of rape education programs.
5. Appeal directly to male campus leaders, fraternity presidents, sports team captains to get involved, they may be able to influence others.
6. Ensure that there is a mechanism to coordinate all these prevention efforts.

D. Written materials should be developed and disseminated

1. Develop and provide an informal brochure for all students explaining what victims should do.
2. Admissions literature should address the problem, and state that the campus administration is committed to preventing and prosecuting acquaintance rape.

E. Information should be delivered in a variety of traditional and nontraditional ways.

1. Utilize alternate information and delivery programs
 - a. Printed Media
 - b. Computer Accessible Information
 - c. Nonprinted media
2. Create a speakers bureau of interested faculty, students, and staff, and train them appropriately. Provide

presenters with a stipend.

3. Organize a campus wide speak out to sensitize the campus community
4. Offer a program of a "mock trial" of an acquaintance rape.
5. Have representatives from the local women's center provide programs or assistance in planning programs.
6. Post announcements of programs in males living quarters, locker rooms, etc.
7. Males and females should cofacilitate programs on acquaintance rape.
8. Develop a master list of all resources and programs available relating to acquaintance rape programs for the use of counselors, health professionals, students, and researchers.
9. Publicize incidence data regarding acquaintance rapes and penalties in the campus news paper.
10. Use campus radio and TV to make public service announcements.

Conclusion

The elimination of rape and violence against women on a societal level should be our goal. To accomplish this, the structure of society, not just its individual participants, must be modified. This will take time and necessitate broad changes in attitudes and values. If we want to change behavior patterns for college students in their current and future relationships, as well to prepare them to socialize their future children properly, the logical place to begin to undertake this broad reform is with young adults in institutions of higher education (Sandberg, Jackson & Petretic-Jackson, 1987).

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